

## **SCQF Level 1 - (Access 1)**

There is no separate descriptor for level 1, which covers all provision that comes below the full achievement of level 2.

## SCQF Level 2 - (Access 2)

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Knowledge and Understanding	Practice: Applied knowledge and understanding	Generic Cognitive Skills	Communication, ICT and numeracy skills	Autonomy, accountability and working with others
Characteristic outcomes of learning at each level include the ability to:				
<p>Demonstrate and/or work with knowledge of simple facts and ideas in a subject/discipline</p>	<p>Relate knowledge to a few simple everyday contexts with prompting</p> <p>Use a few very simple skills</p> <p>Carry with guidance a few familiar tasks</p> <p>Use under supervision basic tools and materials</p>	<p>Use rehearsed stages for solving problems</p> <p>Operate in personal and/or everyday contexts</p> <p>Take some account with prompting of identified consequences of action</p>	<p>Use very simple skills with assistance for example:</p> <ul style="list-style-type: none"> <li>◦ <i>produce and respond to a limited range of very simple written and oral communication in familiar /routine contexts</i></li> <li>◦ <i>carry out a limited range of very simple tasks to process data and access information</i></li> <li>◦ <i>use a limited range of very simple and familiar numerical and graphical data in familiar and everyday contexts</i></li> </ul>	<p>Work alone or with others on simple routine, familiar tasks under frequent and directive supervision</p> <p>Identify given simple criteria some successes and/or failures of the work.</p>

## SCQF Level 3 - (Access 3, Standard Grade Foundation level)

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Knowledge and Understanding	Practice: Applied knowledge and understanding	Generic Cognitive Skills	Communication, ICT and numeracy skills	Autonomy, accountability and working with others
Characteristic outcomes of learning at each level include the ability to:				
Demonstrate and/or work with: <ul style="list-style-type: none"> <li>◦ basic knowledge in a subject/discipline</li> <li>◦ simple facts and ideas associated with a subject/discipline</li> </ul>	Relate knowledge with some prompting to personal and/or everyday contexts  Use a few basic, routine skills to undertake familiar and routine tasks  Complete pre-planned tasks  Use with guidance basic tools and materials safely and effectively	Identify with some prompting a process to deal with a situation or issue  Operate in familiar contexts using given criteria  Take account of some identified consequences of action	Use simple skills for example: <ul style="list-style-type: none"> <li>◦ <i>produce and respond to simple written and oral communication in familiar, routine contexts</i></li> <li>◦ <i>carry out simple tasks to process data and access information</i></li> <li>◦ <i>use simple numerical and graphical data in everyday contexts</i></li> </ul>	Work alone or with others on simple tasks under frequent supervision  Participate in the setting of goals, timelines, etc  Participate in the review of completed work and the identification of ways of improving practices and processes  Identify given simple criteria own strengths and weaknesses relative to the work

## SCQF Level 4 - (Intermediate 1, Standard Grade General level, SVQ 1)

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Knowledge and Understanding	Practice: Applied knowledge and understanding	Generic Cognitive Skills	Communication, ICT and numeracy skills	Autonomy, accountability and working with others
Characteristic outcomes of learning at each level include the ability to:				
<p>Demonstrate and/or work with:</p> <ul style="list-style-type: none"> <li>◦ basic knowledge in a subject/discipline which is mainly factual</li> <li>◦ some simple facts and ideas about and associated with a subject/discipline</li> <li>◦ knowledge of basic processes, materials and terminology</li> </ul>	<p>Relate knowledge to personal and/or practical contexts</p> <p>Use a few skills to complete straightforward tasks with some non-routine elements</p> <p>Select and use with guidance appropriate tools and materials safely and effectively</p>	<p>Use with guidance given stages of a problem solving approach to deal with a situation or issue</p> <p>Operate in straightforward contexts</p> <p>Identify and/or take account of some of the consequences of action/inaction</p>	<p>Use straightforward skills – for example:</p> <ul style="list-style-type: none"> <li>◦ <i>produce and respond to simple but detailed written and oral communication in familiar contexts</i></li> <li>◦ <i>use the most straightforward features of familiar applications to process and obtain information</i></li> <li>◦ <i>use straightforward numerical and graphical data in straightforward and familiar contexts</i></li> </ul>	<p>Work alone or with others on straightforward tasks</p> <p>Contribute to the setting of goals, timelines, etc</p> <p>Contribute to the review of completed work and offer suggestions for improving practices and processes</p> <p>Identify own strengths and weaknesses relative to the work</p>

## SCQF Level 5 - (Intermediate 2, Standard Grade Credit level, SVQ 2)

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Knowledge and Understanding	Practice: Applied knowledge and understanding	Generic Cognitive Skills	Communication, ICT and numeracy skills	Autonomy, accountability and working with others
Characteristic outcomes of learning at each level include the ability to:				
<p>Demonstrate and/or work with:</p> <ul style="list-style-type: none"> <li>◦ basic knowledge in a subject/discipline which is mainly factual but has some theoretical component</li> <li>◦ a range of simple facts and ideas about and associated with a subject/discipline</li> <li>◦ knowledge and understanding of basic processes, materials and terminology</li> </ul>	<p>Relate ideas and knowledge to personal and/or practical contexts</p> <p>Complete some routine and non-routine tasks using knowledge associated with a subject/discipline</p> <p>Plan and organise both familiar and new tasks</p> <p>Select appropriate tools and materials and use safely and effectively (eg without waste)</p> <p>Adjust tools where necessary following safe practices</p>	<p>Use a problem solving approach to deal with a situation or issue which is straightforward in relation to a subject/discipline</p> <p>Operate in a familiar context, but where there is a need to take account of or use additional information of different kinds, some of which will be theoretical or hypothetical</p> <p>Use some abstract constructs – eg make generalisations and/or draw conclusions</p>	<p>Use a range of routine skills – for example:</p> <ul style="list-style-type: none"> <li>◦ <i>produce and respond to detailed written and oral communication in familiar contexts</i></li> <li>◦ <i>use standard applications to process, obtain and combine information</i></li> <li>◦ <i>use a range of numerical and graphical data in straightforward contexts which have some complex features</i></li> </ul>	<p>Work alone or with others on tasks with minimum supervision</p> <p>Agree goals and responsibilities for self and/or work team with manager/supervisor</p> <p>Take leadership responsibility for some tasks</p> <p>Show an awareness of others' roles, responsibilities and requirements in carrying out work and make a contribution to the evaluation and improvement of practices and processes</p>

## SCQF Level 6 - (Higher, SVQ 3)

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Knowledge and Understanding	Practice: Applied knowledge and understanding	Generic Cognitive Skills	Communication, ICT and numeracy skills	Autonomy, accountability and working with others
Characteristic outcomes of learning at each level include the ability to:				
<p>Demonstrate and/or work with:</p> <ul style="list-style-type: none"> <li>◦ generalised knowledge of a subject/discipline</li> <li>◦ factual and theoretical knowledge</li> <li>◦ a range of facts, ideas, properties, materials, terminology, practices, techniques about/associated with a subject/discipline</li> </ul> <p>Relate the subject/discipline to a range of practical and/or everyday applications</p>	<p>Apply knowledge and understanding in known, practical contexts</p> <p>Use some of the basic, routine practices, techniques and/or materials associated with a subject/discipline in routine contexts which may have non-routine elements</p> <p>Plan how skills will be used to address set situations and/or problems and adapt these as necessary</p>	<p>Obtain, organise and use factual and theoretical information in problem solving</p> <p>Make generalisations and predictions</p> <p>Draw conclusions and suggest solutions</p>	<p>Use a wide range of skills – for example:</p> <ul style="list-style-type: none"> <li>◦ <i>produce and respond to detailed and relatively complex written and oral communication in both familiar and unfamiliar contexts</i></li> <li>◦ <i>select and use standard applications to process, obtain and combine information</i></li> <li>◦ <i>use a wide range of numerical and graphical data in routine contexts which may have non-routine elements</i></li> </ul>	<p>Take responsibility for the carrying out of a range of activities where the overall goal is clear under non-directive supervision</p> <p>Take some supervisory responsibility for the work of others and lead established teams in the implementation of routine work</p> <p>Manage limited resources within defined and supervised areas of work</p> <p>Take account of roles and responsibilities related to the tasks being carried out and take a significant role in the evaluation of work and the improvement of practices and processes</p>

## SCQF Level 7 - (SHE level 1, Cert HE, HNC, Advanced Higher)

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Knowledge and Understanding	Practice: Applied knowledge and understanding	Generic Cognitive Skills	Communication, ICT and numeracy skills	Autonomy, accountability and working with others
Characteristic outcomes of learning at each level include the ability to:				
<p>Demonstrate and/or work with:</p> <ul style="list-style-type: none"> <li>◦ a broad knowledge of the subject/discipline in general</li> <li>◦ knowledge that is embedded in the main theories, concepts and principles</li> <li>◦ an awareness of the evolving/changing nature of knowledge and understanding</li> <li>◦ an understanding of the difference between explanations based in evidence and/or research and other forms of explanation and of the importance of this difference</li> </ul>	<p>Use some of the basic and routine professional skills, techniques, practices and/or materials associated with a subject/discipline</p> <p>Practise these in both routine and non-routine contexts</p>	<p>Present and evaluate arguments, information and ideas which are routine to the subject/discipline</p> <p>Use a range of approaches to addressing defined and/or routine problems and issued within familiar contexts</p>	<p>Use a wide range of routine skills and some advanced skills associated with the subject/discipline – for example:</p> <ul style="list-style-type: none"> <li>◦ <i>convey complex ideas in well-structured and coherent form</i></li> <li>◦ <i>use a range of forms of communication effectively in both familiar and new contexts</i></li> <li>◦ <i>use standard applications to process and obtain a variety of information and data</i></li> <li>◦ <i>use a range of numerical and graphical skills in combination</i></li> <li>◦ <i>use numerical and graphical data to measure progress and achieve goals/targets</i></li> </ul>	<p>Exercise some initiative and independence in carrying out defined activities at a professional level</p> <p>Take supervision in less familiar areas of work</p> <p>Take some managerial responsibility for the work of others within a defined and supervised structure</p> <p>Manage limited resources within defined areas of work</p> <p>Take the lead in implementing agreed plans in familiar or defined contexts</p> <p>Take account of own and others' roles and responsibilities in carrying out and evaluating tasks</p> <p>Work with others in support of current professional practice under guidance</p>

## SCQF Level 8 - (SHE level 2, Dip HE, HND, SVQ 4)

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Knowledge and Understanding	Practice: Applied knowledge and understanding	Generic Cognitive Skills	Communication, ICT and numeracy skills	Autonomy, accountability and working with others
Characteristic outcomes of learning at each level include the ability to:				
<p>Demonstrate and/or work with:</p> <ul style="list-style-type: none"> <li>◦ a broad knowledge of the scope, defining features, and main areas of a subject/discipline</li> <li>◦ detailed knowledge in some areas</li> <li>◦ understanding of a limited range of core theories, principles and concepts</li> <li>◦ limited knowledge and understanding of some major current issues and specialisms</li> <li>◦ an outline knowledge and understanding of research and equivalent scholarly/academic processes</li> </ul>	<p>Use a range of routine skills, techniques, practices and/or materials associated with a subject/discipline, a few of which are advanced or complex</p> <p>Carry out routine lines of enquiry, development or investigation into professional level problems and issues</p> <p>Adapt routine practices within accepted standards</p>	<p>Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues which are within the common understandings of the subject/discipline</p> <p>Use a range of approaches to formulate evidence-based solutions/responses to defined and/or routine problems/issues</p> <p>Critically evaluate evidence-based solutions/responses to defined and/or routine problems/issues</p>	<p>Use a range of routine skills and some advanced and specialised skills associated with a subject/discipline, for example:</p> <ul style="list-style-type: none"> <li>◦ <i>convey complex information to a range of audiences and for a range of purposes</i></li> <li>◦ <i>use a range of standard applications to process and obtain data</i></li> <li>◦ <i>use and evaluate numerical and graphical data to measure progress and achieve goals/targets</i></li> </ul>	<p>Exercise autonomy and initiative in some activities at a professional level</p> <p>Take significant managerial or supervisory responsibility for the work of others in defined areas of work</p> <p>Manage resources within defined areas of work</p> <p>Take the lead on planning in familiar or defined contexts</p> <p>Take continuing account of own and others' roles, responsibilities and contributions in carrying out and evaluating tasks</p> <p>Work in support of current professional practice under guidance</p> <p>Deal with ethical and professional issues in accordance with current professional and/or ethical codes or practices under guidance</p>

## SCQF Level 9 - (SHE level 3, Ordinary degrees)

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Knowledge and Understanding	Practice: Applied knowledge and understanding	Generic Cognitive Skills	Communication, ICT and numeracy skills	Autonomy, accountability and working with others
Characteristic outcomes of learning at each level include the ability to:				
<p>Demonstrate and/or work with:</p> <ul style="list-style-type: none"> <li>◦ a broad and integrated knowledge and understanding of the scope, main areas and boundaries of a subject/discipline</li> <li>◦ a critical understanding of a selection of the principal theories, principles, concepts and terminology</li> <li>◦ knowledge that is detailed in some areas and/or knowledge of one or more specialisms that are informed by forefront developments</li> </ul>	<p>Use a selection of the principal skills, techniques, practices and/or materials associated with a subject/discipline</p> <p>Use a few skills, techniques, practices and/or materials that are specialised or advanced</p> <p>Practice routines methods of enquiry and/or research</p> <p>Practice in a range of professional level contexts which include a degree of unpredictability</p>	<p>Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues</p> <p>Identify and analyse routine professional problems and issues</p> <p>Draw on a range of sources in making judgements</p>	<p>Use a range of routine skills and some advanced and specialised skills in support of established practices in a subject/discipline, for example:</p> <ul style="list-style-type: none"> <li>◦ <i>make formal and informal presentations on standard/mainstream topics in the subject/discipline to a range of audiences</i></li> <li>◦ <i>use a range of IT applications to support and enhance work</i></li> <li>◦ <i>interpret, use and evaluate numerical and graphical data to achieve goals/targets</i></li> </ul>	<p>Exercise autonomy and initiative in some activities at a professional level</p> <p>Take some responsibility for the work of others and for a range of resources</p> <p>Practice in ways which take account of own and others' roles and responsibilities</p> <p>Work under guidance with qualified practitioners</p> <p>Deal with ethical and professional issues in accordance with current professional and/or ethical codes or practices, seeking guidance where appropriate</p>

## SCQF Level 10 - (SHE level 4, Honours degrees)

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Knowledge and Understanding	Practice: Applied knowledge and understanding	Generic Cognitive Skills	Communication, ICT and numeracy skills	Autonomy, accountability and working with others
Characteristic outcomes of learning at each level include the ability to:				
<p>Demonstrate and/or work with:</p> <ul style="list-style-type: none"> <li>◦ knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of a subject/discipline</li> <li>◦ a critical understanding of the principal theories, concepts and principles</li> <li>◦ detailed knowledge and understanding in one or more specialisms some of which is informed by or at the forefront of a subject/discipline</li> <li>◦ knowledge and understanding of the ways in which the subject/discipline is developed, including a range of established techniques of enquiry or research methodologies</li> </ul>	<p>Use a range of the principal skills, practices and/or materials associated with a subject/discipline</p> <p>Use a few skills, practices and/or materials which are specialised, advanced, or at the forefront of a subject/discipline</p> <p>Execute a defined project of research, development or investigation and identify and implement relevant outcomes</p> <p>Practice in a range of professional level contexts which include a degree or unpredictability and/or specialism</p>	<p>Critically identify, define, conceptualise, and analyse complex/professional level problems and issues</p> <p>Offer professional level insights, interpretations and solutions to problems and issues</p> <p>Critically review and consolidate knowledge, skills and practices and thinking in a subject/discipline</p> <p>Demonstrate some originality and creativity in dealing with professional level issues</p> <p>Make judgements where data/information is limited or comes from a range of sources</p>	<p>Use a wide range of routine skills and some advanced and specialised skills in support of established practices in a subject/discipline, for example:</p> <ul style="list-style-type: none"> <li>◦ <i>make formal presentations about specialised topics to informed audiences</i></li> <li>◦ <i>communicate with professional level peers, senior colleagues and specialists</i></li> <li>◦ <i>use a range of software to support and enhance work at this level and specify refinements/improvements to software to increase effectiveness</i></li> <li>◦ <i>interpret, use and evaluate a wide range of numerical and graphical data to set and achieve goals/targets</i></li> </ul>	<p>Exercise autonomy and initiative in professional/ equivalent activities</p> <p>Take significant responsibility for the work of others and for a range of resources</p> <p>Practice in ways which show a clear awareness of own and others' roles and responsibilities</p> <p>Work effectively under guidance in a peer relationship with qualified practitioners</p> <p>Work with others to bring about change, development and/or new thinking</p> <p>Deal with complex ethical and professional issues in accordance with current professional and/or ethical codes or practices</p> <p>Recognise the limits of these codes and seek guidance where appropriate</p>

## SCQF Level 11 - (SHE level 5, PG 1, PG Dip, PG Cert, MA, MSc, SVQ 5)

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Knowledge and Understanding	Practice: Applied knowledge and understanding	Generic Cognitive Skills	Communication, ICT and numeracy skills	Autonomy, accountability and working with others
Characteristic outcomes of learning at each level include the ability to:				
<p>Demonstrate and/or work with:</p> <ul style="list-style-type: none"> <li>◦ knowledge that covers and integrates most, if not all, of the main areas of a subject/discipline – including their features, boundaries, terminology and conventions</li> <li>◦ a critical understanding of the principal theories, principles and concepts</li> <li>◦ a critical understanding of a range of specialised theories, principals and concepts</li> <li>◦ extensive, detailed and critical knowledge and understanding in one or more specialisms, much of which is at or informed by developments at the forefront</li> <li>◦ critical awareness of current issues in a subject/discipline and one or more specialisms</li> </ul>	<p>Use a significant range of the principal skills, techniques, practices and/or materials which are associated with a subject/discipline</p> <p>Use a range of specialised skills, techniques, practices and/or materials which are at the forefront or informed by forefront developments</p> <p>Apply a range of standard and specialised research or equivalent instruments and techniques of enquiry</p> <p>Plan and execute a significant project of research, investigation or development</p> <p>Demonstrate originality or creativity in the application of knowledge, understanding and/or practices</p> <p>Practise in a wide and often unpredictable variety of professional level contexts</p>	<p>Apply critical analysis, evaluation and synthesis to issues which are at the forefront or informed by developments at the forefront of a subject/discipline</p> <p>Identify, conceptualise and define new and abstract problems and issues</p> <p>Develop original and creative responses to problems and issues</p> <p>Critically review, consolidate and extend knowledge, skills practices and thinking in a subject/discipline</p> <p>Deal with complex issues and make informed judgements in situations in the absence of complete or consistent data/information</p>	<p>Use a range of advanced and specialised skills as appropriate to a subject/discipline – for example:</p> <ul style="list-style-type: none"> <li>◦ <i>communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise</i></li> <li>◦ <i>communicate with peers, more senior colleagues and specialists</i></li> <li>◦ <i>use a wide range of software to support and enhance work at this level and specify new software or refinements/improvements to existing software to increase effectiveness</i></li> <li>◦ <i>undertake critical evaluations of a wide range of numerical and graphical data</i></li> </ul>	<p>Exercise substantial autonomy and initiative in professional and equivalent activities</p> <p>Take responsibility for own work and/or significant responsibility for the work of others</p> <p>Take responsibility for a significant range of resources</p> <p>Demonstrate leadership and/or initiative and make an identifiable contribution to change and development</p> <p>Practice in ways which draw on critical reflection on own and others' roles and responsibilities</p> <p>Deal with complex ethical and professional issues and make informed judgements on issues not addressed by current professional and/or ethical codes or practices</p>

## SCQF Level 12 - (SHE level 6, PG 2, Ph.D. – Doctorate)

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Knowledge and Understanding	Practice: Applied knowledge and understanding	Generic Cognitive Skills	Communication, ICT and numeracy skills	Autonomy, accountability and working with others
Characteristic outcomes of learning at each level include the ability to:				
<p>Demonstrate and/or work with:</p> <ul style="list-style-type: none"> <li>◦ a critical overview of a subject/discipline, including critical understanding of the principal theories, principles and concepts</li> <li>◦ a critical, detailed and often leading knowledge and understanding at the forefront of one or more specialisms</li> <li>◦ knowledge and understanding that is generated through personal research or equivalent work which makes a significant contribution to the development of the subject/discipline</li> </ul>	<p>Use a significant range of the principal skills, techniques, practices and materials associated with a subject/discipline</p> <p>Use and enhance a range of complex skills, techniques, practices and materials at the forefront of one or more specialisms</p> <p>Apply a range of standard and specialised research/equivalent instruments and techniques of enquiry</p> <p>Design and execute research, investigative or development projects to deal with new problems and issues</p> <p>Demonstrate originality and creativity in the development and application of new knowledge, understanding and practices</p> <p>Practice in the context of new problems and circumstances</p>	<p>Apply a constant and integrated approach to critical analysis, evaluation and synthesis of new and complex ideas, information and issues</p> <p>Identify, conceptualise and offer original and creative insights into new, complex and abstract ideas, information and issues</p> <p>Develop creative and original responses to problems and issues</p> <p>Deal with very complex and/or new issues and make informed judgements in the absence of complete or consistent data/information</p>	<p>Use a significant range of advanced and specialised skills as appropriate to a subject/discipline – for example:</p> <ul style="list-style-type: none"> <li>◦ <i>communicate at an appropriate level to a range of audiences and adapt communication to the context and purpose</i></li> <li>◦ <i>communicate at the standard of published academic work and/or critical dialogue and review with peers and experts in other specialisms</i></li> <li>◦ <i>use a range of software to support and enhance work at this level and specify software requirements to enhance work</i></li> <li>◦ <i>critically evaluate numerical and graphical data</i></li> </ul>	<p>Exercise a high level of autonomy and initiative in professional and equivalent activities</p> <p>Take full responsibility for own work and/or significant responsibility for the work of others</p> <p>Demonstrate leadership and/or originality in tackling and solving problems and issues</p> <p>Work in ways which are reflective self-critical and based on research/evidence</p> <p>Deal with complex ethical and professional issues</p> <p>Make informed judgements on new and emerging issues not addressed by current professional and/or ethical codes or practices</p>